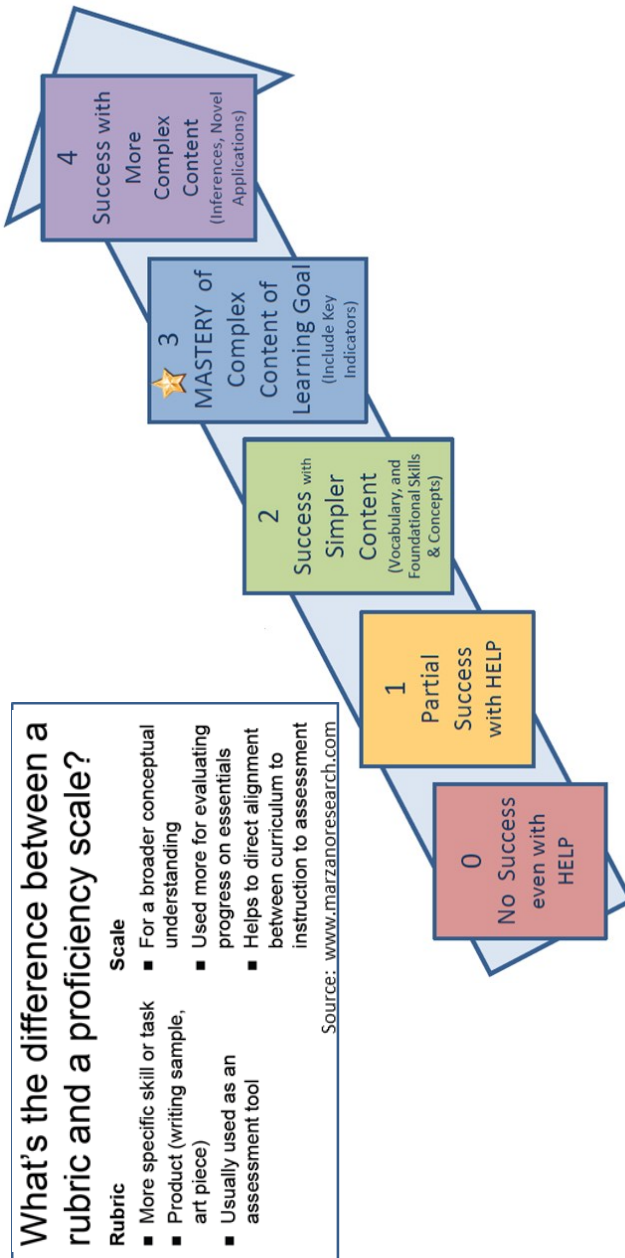


## Scale Progression



"...the frequency with which formative assessments are given is directly related to gains in student achievement. The scales in a learning goal provide a basis for more frequent formative feedback."

-<https://www.floridaschoolleaders.org/resources/index.aspx>

## References/Resources

*Designing and Teaching Learning Goals and Objectives*  
Robert J. Marzano

*A Handbook for the Art and Science of Teaching* Robert Marzano and John Brown

*The Art and Science of Teaching* Robert J. Marzano  
[MarzanoResearch.com](http://www.marzanoresearch.com)

<http://www.scps.k12.fl.us/insteval/Home.aspx> (Scale Examples included under "Teacher Resources")

<https://www.floridaschoolleaders.org/resources/Workgroups/learningGoals.aspx?oID=1139>

## Learning Goals and Scales

### Increasing Instructional Expertise 2012-2013

Learning goals and scales are motivating for students. When students have a clear understanding of expectations that are required, they are likely to be motivated to meet the learning goals.



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## Dimensions of Learning Goals

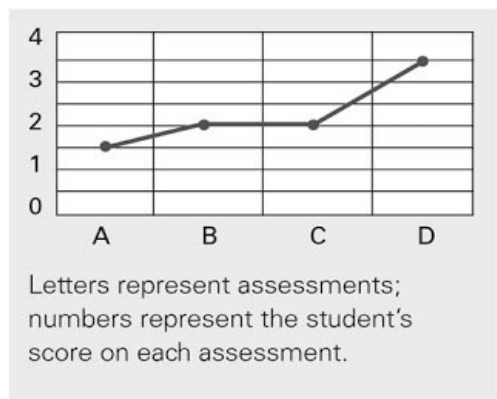
- ◆ Goals are written to support the standard or benchmark. There may be several goals in a unit.
- ◆ If the standard is very complex, multiple goals may be needed. If the standard is the correct level of complexity, only one learning goal may be written. Multiple related benchmarks may also be combined for a single learning goal.
- ◆ Goals are overarching and are achieved over a period of days or weeks.
- ◆ A learning goal is not the same as a daily objective. Daily objectives may be taught in a class period. Daily objectives support the learning goal.
- ◆ A goal is NOT written for an activity or assignment. Activities and assignments support the learning goal.
- ◆ Important characteristics of goals are **goal specificity** (clear and distinct outcomes) and **goal difficulty** (degree to which goals provide a challenge to students).
- ◆ Goals should include the taxonomy verbs used in the standard, so that students will be familiar with the terminology when assessed.
- ◆ Goals are written for declarative knowledge (informational) and procedural knowledge (skills, strategies, and processes) for all subjects.
- ◆ Goals should be written so that students can comprehend what is expected and shared with the students. Students should be able to explain the learning goal.
- ◆ Students should be able to explain how their current activities relate to the learning goal.
- ◆ Learning goals provide a set of shared expectations among students, teachers, and administrators.

## Dimensions of Academic Scales

- ◆ An academic scale creates a continuum that articulates distinct levels of knowledge and skill relative to a specific goal. A scale is written for a SINGLE learning goal, and **not** a unit or chapter.
- ◆ A scale is a list of progressive steps that students move through in mastering the learning goal.
- ◆ Scales start with simpler expectations that build capacity for meeting the goal, and move to more complex levels.
- ◆ Score 3.0 on the scale is the target for proficiency since it addresses the complex content of the learning goal.
- ◆ Score 2.0 includes simpler, foundational content with key vocabulary.
- ◆ Score 4.0 provides for students to make inferences or applications which exceed the learning goal.
- ◆ Students must be competent with Scores 2 and 3 prior to achieving a Score 4. Scores 2 and 3 are **not** a menu of options. Level 4 may include a variety of options, even those offered by students.
- ◆ Scales should be shared with students by posting in classroom or providing a copy to students.
- ◆ Teachers can discern if students understand the scale through questioning, student explanations, and student identification of work that meets the criteria on the scale.
- ◆ Scales are used to provide formative feedback and to inform instruction.
- ◆ It is recommended that teachers work in Professional Learning Communities to develop a scale.
- ◆ Academic scales provide specificity that quick checks for understanding do not provide.
- ◆ Scales provide opportunities to differentiate instruction to meet varying student learning needs.
- ◆ Scales may be used to guide teachers when planning appropriate activities and assessments for the learning goal.

## Dimensions of Tracking Student Progress

- ◆ Students' self-efficacy is increased as students understand their current status on the scale and can discuss their personal progress and how they can improve.
- ◆ Teachers facilitate students tracking their progress on a learning goal using formative approach to assessment.
- ◆ Academic scales that are specific to a learning goal are different from generic checking-for-understanding scales.
- ◆ Teachers can provide feedback that is clear and specific in relation to the goal, can gather evidence of learning on the scales, and can adjust their instruction based on that feedback.
- ◆ Class and individual charts are used for students to track their progress on a scale. Students may record their progress using the evidence provided on the scale.
- ◆ In addition to a chart, electronic polling devices may be utilized for tracking student progress.
- ◆ Student progress is tracked over time after the student has had instruction.



Go to our webpage to see specific examples of learning goals and scales. <http://www.scps.k12.fl.us/insteval/Home.aspx>